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ABSTRACT

This grid for planning visual arts teaching in Delaware kindergarten outlines the following six standards for students to complete: (1) students will select and use form, media, techniques, and processes to create works of art and communicate meaning; (2) students will create ways to use visual, spatial, and temporal concepts in creating works of art; (3) students will invent, select, evaluate, and use subjects, themes, symbols, problems, and ideas to create works of art; (4) students will understand the visual arts in relation to diverse cultures, times, and places; (5) students will reflect upon, describe, interpret and evaluate works of art and design; and (6) students will understand the visual arts in relation to other disciplines. Each standard contains subsections and performance indicators. (BT)

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Delaware Department of Education

Unit Planning Grids for Visual Arts - Grade Kindergarten

Delaware Department of Education
John G. Townsend Building
401 Federal Street
P.O. Box 1402
Dover, DE 19903

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VISUAL ARTS UNIT PLANNING - KINDERGARTEN

Standard 1: **Students will select and use form, media, techniques, and processes to create works of art and communicate meaning**

A. Students will know that different kinds of media, techniques , and processes are used to create works of art;

B. Students will understand that various media, techniques, and processes create different effects in works of art;

C. Students will experiment with and use a variety of two-dimensional and three dimensional media, techniques, and processes to develop manipulative skills;

D. Students will employ a variety of two-dimensional and three-dimensional media, techniques, and processes to communicate ideas, experiences, and stories in works of art; and

E. Students will use media and tools in a safe and responsible manner.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
K.601	identify simple art tools, technologies, and materials.																		
K.602	identify basic art techniques and processes including, but not limited to:																		
	1. painting,																		
	2. drawing,																		
	3. sculpting/forming,																		
	4. cutting,																		
	5. gluing/fastening,																		
	6. printing,																		
K.603	demonstrate that various tools, technologies, and materials produce different effects.																		
K.604	recognize the relationship between effects of tools, technologies, and materials and corresponding techniques and processes.																		

K.605	develop manipulative skills using a variety of art tools, technologies, and materials to create images. Categories of tools, technologies, and materials must include, but not be limited to:																				
	1. scissors,																				
	2. adhesives,																				
	3. markers (water-based, non-toxic),																				
	4. paint (tempera, watercolor),																				
	5. brushes (large, medium, small),																				
	6. pencils (graphite and colored),																				
	7. crayons,																				
	8. modeling compound(s),																				
	9. papers (multiple sizes, weights, and textures),																				
	10. fibers (yarn, string, cloth), and																				
	11. chalk, pastels, and/or oil pastels.																				
K.606	practice a variety of techniques and processes to achieve different effects.																				
K.607	employ a variety of two-dimensional and three-dimensional media, techniques, technologies, and processes to communicate ideas, experiences, and stories.																				
K.608	solve visual arts problems by creating computer generated works of art.																				
K.609	use media and tools in a safe and responsible manner.																				

VISUAL ARTS UNIT PLANNING - KINDERGARTEN

Standard 2: **Students will create ways to use visual, spatial, and temporal concepts in creating works of art.**

A. Students will recognize, name, and apply the visual components of art and design (line, color, value, shape and form, space, and texture);

B. Students will recognize, name, and apply the organizational components of art and design (balance, unity, contrast, pattern, emphasis, movement, and rhythm);

C. Students will understand that creating works of art involves the development of ideas across time; and

D. Select and apply knowledge of the visual and organizational components, sensory and expressive qualities, and purposes of art and design in order to convey ideas in their own work.

		UNIT NUMBERS																	
PERFORMANCE INDICATORS		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
K.610	recognize and identify red, yellow, blue, orange, green, violet, black, white, and brown in the environment and in works of art.																		
K.611	perceive and identify a variety of lines in the environment; straight/curved, short/long, thick/thin, up/down, and across/slanted.																		
K.612	recognize geometric and free form shapes.																		
K.613	recognize that some things are different but share the same shape.																		
K.614	recognize one shape in front of another.																		
K.615	recognize page placement as top/bottom/side/middle.																		
K.616	recognize position placement in relationship to objects on pages as above/below/overlapping.																		
K.617	recognize the variety of textures in the environment and in works of art.																		
K.618	use a variety of shapes, sizes, and colors.																		
K.619	identify patterns as repeated colors, lines, and shapes.																		
K.620	understand that creating works of art involves the development of ideas over time.																		

K.621	select and apply knowledge of the visual and organizational components, sensory and expressive qualities, and purposes of art and design in order to convey ideas in their own works.																			

VISUAL ARTS UNIT PLANNING - KINDERGARTEN

Standard 3: **Students will invent, select, evaluate, and use subjects, themes, symbols, problems, and ideas to create works of art.**

A. Students will explore and understand possible sources of subjects and ideas for creating works of art; and

B. Students will select and use subjects, symbols, and ideas to communicate meaning in works of art.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
K.622	consider real, remembered, or imagined life experiences as sources for content to make representational and nonrepresentational images.																		
K.623	use real, remembered, or imagined life experiences as sources for content to make representational and nonrepresentational images.																		

VISUAL ARTS UNIT PLANNING - KINDERGARTEN

Standard 4: **Students will understand the visual arts in relation to diverse cultures, times, and places.**

A. Students will recognize how the visual arts are used as a daily part f life;

B. Students will recognize that the visual arts have a history;

C. Students will understand that characteristics of works of art identify them as belonging to particular cultures, times, and places;

D. Students will know how cultures, times, and places influence the visual arts; and

E. Students will understand differences in purpose and distinguish between functional and nonfunctional works of art and design in various cultures, times, and places.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
K.624	recognize how the visual arts are used as a part of daily life.																		
K.625	recognize that art, like people and things, changes over time.																		
K.626	recognize that the characteristics of works of art identify them as belonging to specific cultures, times, and places.																		
K.627	recognize influences of the visual arts in their own communities.																		
K.628	recognize that works of art can be functional or nonfunctional in various cultures, times, and places.																		

VISUAL ARTS UNIT PLANNING - KINDERGARTEN

Standard 5: **Students will reflect upon, describe, analyze, interpret and evaluate works of art and design.**

A. Students will understand that the visual arts are forms of communication for the expression of ideas, actions, and emotions;

B. Students will understand an apply visual arts vocabulary when observing and describing works of art;

C. Students will recognize and explore various purposes for creating works of art;

D. Students will describe how individual experiences influence the creation of specific works of art; and

E. Students will examines characteristics of works of art that evoke various responses from viewers.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
K.629	recognize that works of art communicate ideas.																		
K.630	recognize visual arts vocabulary used to describe works of art.																		
K.631	understand that works of art are created for different purposes.																		
K.632	recognize that individual experiences influence the creation of specific works of art.																		
K.633	recognize that characteristic of works of art evoke different responses from viewers.																		

VISUAL ARTS UNIT PLANNING - KINDERGARTEN

Standard 6: **Students will understand the visual arts in relation to other disciplines.**

A. Students will recognize similarities between characteristics of the visual arts and other arts disciplines;

B. Students will recognize relationships between the characteristics of the visual arts and other disciplines in the curriculum; and

C. Students will recognize and understand how the meaningful integration of visual and performing arts concepts and skills with knowledge in other disciplines provides essential tools for the work forces and improves the quality of everyday life.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
K.634	identify the basic characteristics of the four basic art forms: dance, music, theatre, and the visual arts.																		
K.635	recognize the relationships between the characteristics of the visual arts and other disciplines in the curriculum.																		
K.636	recognize and value how the meaningful integration of visual and performing arts concepts and skills with knowledge in the other disciplines provides essential tools for the work force and improves the quality of everyday life.																		

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